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ABSTRACT

Presented in this guide are a number of plans and strategies designed to help educators and counselors deal with sexism and related topics in various subject areas. Objectives and suggested activities are provided for the areas of career education, parent involvement, parental attitudes, social studies, values clarification, student awareness of sexual stereotyping, sexism in television, staff development, handicapped learners, math, literature, science, remedial reading, human relations, bilingual education, drama, history, physical education, sewing, home economics, art, and English. Activities at the elementary school level are listed by grade. At the middle, junior, and senior high levels, they are listed by subject. A list of resources is also included. (Author/EB)

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MAY 2 - 1979

ACTIVITY GUIDE

Southeastern Massachusetts University,
Division of Continuing Studies & Special Programs
Title IV, Civil Rights Act Training Institute, U·S·O·E·,

Sex Equity In Leadership Development Project, 1977-1978

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ACTIVITY GUIDE

INTRODUCTION

In order to assist educators to develop programs in sex equity and leadership development, the staff of the Southeastern Massachusetts University Training Institute (funded by U.S. Office of Education, Civil Rights Act, Title IV) has compiled a resource guide of activities and plans which educators can integrate into their curricula. This guide will serve as a means to exchange ideas and resources among the districts which participated in the program as well as other districts. It is our hope that educators will use this guide to stimulate ideas and to inform colleagues as a means of building a supportive and creative network. Names of contact resource people are included.

These strategies, materials, and resources have been designed and implemented by project participants as a result of participation in the SMU Equity in Leadership Development Project. There were many project participant programs. However, because of the quantity, and in some cases similarity, we have limited the number reviewed in this guide. Programs were selected for their adaptability, resources utilized, and/or uniqueness. Activities at the elementary school level are listed by grade; at the middle, junior, and senior high school levels, by subject matter.

The guide is further categorized as follows: classroom activities, career education, human relations, staff development, parent involvement, and curriculum analysis.

A list of resources--both hardware and software types--is also included.

Cheryl Ochs

Dr. Cheryl Ochs
Project Director
August 1978

Sex Equity in Leadership Development Project
SMU Education Resource Center
P. O. Box A-2076
New Bedford, MA 02741
(617) 994-9681

ELEMENTARY SCHOOL ACTIVITIES

SUBJECT AREA: SELF-AWARENESS

USED BY_____COUNSELOR

___X___TEACHER & AIDES

_____OTHER

TARGET AUDIENCE Students & Kindergarten Aides

OBJECTIVE:

1) To promote Sex Equity in classroom through self-awareness activities and classroom changes.

2) To provide training for aides.

DESCRIPTION OF ACTIVITY:

1) Change of assignment of classroom duties (e.g., girls carry record player, boys water plants).

2) Change of classroom environment (e.g., equal seating arrangements, lines, class lists, equipment).

3) Training for aides:

a. group discussion.
b. evaluation of stories and 1st grade reader for sexist material.

RESOURCES:

COMMENTS/CONSIDERATIONS:

This project clearly illustrates the need for an evaluation of classroom setting and routines in promoting a non-sexist environment as well as providing activities for students.

It also clearly indicates the need to work with classroom aides in order for project to be a success.

CONTACT PERSON:

Helen A. Sylvia
E. F. Leddy School
36 Second St.
Taunton, Ma. 02780

For additional activities, contact:

Mary Rebello
E. F. Leddy School
36 Second St.
Taunton, Ma. 02780

Ann Marie Emerson
Dighton Elementary School
Somerset Ave.
No. Dighton, Ma. 02764

SUBJECT AREA: CAREER EDUCATION

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE Grade 1 students

OBJECTIVE:

To integrate social studies program with a career awareness project--assessing students'current views providing information and discussion.

DESCRIPTION OF ACTIVITY:

1) Draw picture - When I grow up I will be_____.

2) Draw - If I were a girl/boy, I would be_____.

3) Draw - 4 jobs women have / 4 jobs men have.

4) Draw - mothers and fathers at work.

5) Discussion - if jobs presented could be held by both sexes.

6) Collage showing men and women in various jobs.

7) Again drawing 4 jobs for each sex and comparing it to 1st.

RESOURCES:

Posters - Community Workers (1977) - (non-sexist)

COMMENTS/CONSIDERATIONS:

Good project for first graders - they can use pictures instead of words. This project will only be effective if teacher spends time with each student in discussion. Project can be adapted for other grades.

CONTACT PERSON:

Marjorie Nelson
Berkley Elementary School
So. Main St.
Berkley, Ma. 02780

SUBJECT AREA: CAREER EDUCATION

USED BY _____ COUNSELOR

__X__ TEACHER

_____ OTHER

TARGET AUDIENCE Grade 2 students

OBJECTIVE:

To provide students with the opportunity to examine a wide range of careers.

DESCRIPTION OF ACTIVITY:

1) Teacher administered a pre & post test.

2) Activities included a collage, job dictionary, games ("What's my Line?"), field trips & films.

3) Students considered future careers (e.g., under-water possibilities) and discussed careers associated with the various sports.

4) Field trip within school.

RESOURCES:

COMMENTS/CONSIDERATIONS:

Activities presented appear to provide students with a wide range of careers, yet in a way a second grader would be involved and understand.

CONTACT PERSON:

Shirley Corson
Winslow Elementary School
New Bedford, Ma. 02740

For additional resources contact:

Helen M. Lane
Dighton Elementary School
No. Dighton, Ma. 02764

SUBJECT AREA: CAREER CHOICE < PARENT SURVEY / CLASS SURVEY

USED BY _____ COUNSELOR

_____X_____ TEACHER

_____ OTHER

TARGET AUDIENCE Grade 2 Students & Parents

OBJECTIVE:

To discover attitudes of parents in regard to their expectations for their children.

DESCRIPTION OF ACTIVITY:

1) Drawing - What do you want to be when you grow up? What do you think your mom and dad want you to be?

2) Male/Female traits - listing.

3) Parent Questionnaire - "What do you want your child to be" (parent included his/her occupation).

RESOURCES:

COMMENTS/CONSIDERATIONS:

This project included parent responses when examining attitudes of students on career choices. In any project parent input can be helpful if it is presented to parents in a non-threatening way.

Following survey, a meeting with parents to explain classroom activities would be helpful.

CONTACT PERSON:

Margaret Martinez
Berkley Elementary School
So. Main St.
Berkley, Ma. 02780

SUBJECT AREA: SOCIAL STUDIES:
FEMALES IN COMPETITIVE SPORTS

USED BY_____COUNSELOR

____X____TEACHER

_____OTHER

TARGET AUDIENCE Grade 4 students

OBJECTIVE:

1) To discover sport preferences of students and make them aware of a wider range of sports for women.

2) To analyze books for pictures of men and women in active sports.

DESCRIPTION OF ACTIVITY:

1) Provide skill training for girls in softball and soccer.

2) Have students indicate sport preference from a list of various activities and indicate which sports should include male/female competition.

3) View sport films of women in action.

4) Analyze texts for pictures of men and women in sports.

5) Write a report on women in sports.

6) Collage - men and women in sports.

RESOURCES:

This project included an extensive annotated bibliography - see contact person.

COMMENTS/CONSIDERATIONS:

Good analysis of women in sports - well integrated with social studies.

CONTACT PERSON:

Ann M. Tosi
Hedge School
Plymouth, Ma. 02360

Similar project with grade 3 implemented by Barbara Gregory, also of the Hedge School.

SUBJECT AREA: CAREER EDUCATION

USED BY _____ COUNSELOR

__X__ TEACHER

_____ OTHER

TARGET AUDIENCE Grade 4 students

OBJECTIVE:

To expose students to the varied opportunities open to them.

DESCRIPTION OF ACTIVITY:

This project used an interdisciplinary approach - included Language & Social Studies.

1) Self-awareness activities included drawings of pictures of students at work, parents at work, and parent interview.

2) What is Work? - films, collage, discussion.

3) Discussion of job restrictions.

4) Studying "career clusters".

5) Reading career material, booklets, etc.

RESOURCES:

This project used many resources - see contact person.

COMMENTS/CONSIDERATIONS:

This career education project used excellent resources and was well integrated with classroom curriculum (e.g., writing letters for booklets and other career information, part of Language program).

Project to be well presented will need at least 4-5 weeks. Project can be designed for other grades, especially 5 & 6.

CONTACT PERSON:

Maryann C. Taylor
Hedge School
Plymouth, Ma. 02360

SUBJECT AREA: CAREER EDUCATION

USED BY _____ COUNSELOR

__X__ TEACHER

_____ OTHER

TARGET AUDIENCE Grade 5 students

OBJECTIVE:

To present wide range of career opportunities to students.

DESCRIPTION OF ACTIVITY:

Several career education projects for the fifth grade were similar. The activities included: brainstorming careers for males and females, collage, researching an occupation and compiling an occupational dictionary.

RESOURCES:

COMMENTS/CONSIDERATIONS:

In implementing a career education project, teachers should allow enough time for discussion and self-awareness activities. Teachers should be sensitive to the individual needs and develop a climate of support in classrooms.

CONTACT PERSON:

Ellen Green
Gov John Carver School
Carver, Ma. 02330

Lucinda Hagar
Berkley Elementary
So. Main St.
Berkley, Ma. 02780

(Title I teacher)

Estelle A. Rose
Berkley Elementary
So. Main St.
Berkley, Ma. 02780

SUBJECT AREA: VALUES CLARIFICATION
CAREER AWARENESS

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE Grade 6 students

OBJECTIVE:

To provide the opportunity for students to examine their values, interests and needs (self-awareness) and learn more about the career options open to them (career awareness).

DESCRIPTION OF ACTIVITY:

1) Values Clarification exercises, e.g., "Twenty Things I Have To Do" (Simon).

2) Discussion on how we make decisions - which decisions are easy/hard.

3) Career Awareness Projects - e.g., job collage, interview workers, dictionary of career choices, 2001-what we will need, what jobs will be needed.

RESOURCES:

Simon, Howe, Kirschenbaum, Values Clarification: A Handbook of Practical Strategies for Teachers & Students.

Aware: Activities for Social Awareness & Development (Elardo & Cooper).

Career Educ. Curriculum, Plymouth/Carver Public Schools - "Doctor, Welder, Indian Chief".

COMMENTS/CONSIDERATIONS:

This project on career awareness includes a good section on "getting to know ourselves".

CONTACT PERSON:

Deborah H. Currie
South Elementary School
Plymouth, Ma. 02360

SUBJECT AREA: STUDENT AWARENESS OF SEXUAL STEREOTYPING

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE Grade 6 students

OBJECTIVE:

1) Foster student awareness of the subtle and overt examples of sexism in the home and school environments.

2) Develop an understanding of the effects of sexual biases.

DESCRIPTION OF ACTIVITY:

1) Have students watch TV program "Grease Monkey" - look for examples of sex role stereotyping.

2) Distribute student questionnaire for identification of sexism in the home, the media and textbooks.

RESOURCES:

McCracken, Glenn & Walcott, Charles, Basic Reading Book K, N.Y. Lippincott Co., 1975.

Weil, Marsha & Joyce, Bruce, Models of Teaching, N.J., Prentice-Hall, Inc. 1972.

1) Audio Visual: "Different Folks" { Mass. Educational
"Choosing Changes" { Television

COMMENTS/CONSIDERATIONS:

CONTACT PERSON:

Judd M. Tagg
Indian Brook School
Plymouth, Ma. 02360

SUBJECT AREA: STUDENT AWARENESS OF SEXISM IN T.V.

USED BY _____ COUNSELOR

_X_ TEACHER

_____ OTHER

TARGET AUDIENCE Grade 6 students

OBJECTIVE:

To develop an awareness of sexism in T.V. program & T.V. advertising and evaluate programs for sex role stereotyping.

DESCRIPTION OF ACTIVITY:

1) Children record programs they watch, noting any stereotyping in situation or language.

2) List characteristics of famous men and women in the movies or on T.V. Create ideal (typical?) man/woman.

3) Write an advertisement trying to sell yourself as the product.

RESOURCES:

COMMENTS/CONSIDERATIONS:

Project can be adapted for grades 4 and 5.

CONTACT PERSON:

Linda Masterman
South School
Plymouth, Ma. 02360

SUBJECT AREA: PARENT/CHILD AWARENESS

USED BY_____COUNSELOR

____X____TEACHER

_____OTHER

TARGET AUDIENCE Any Grade

OBJECTIVE:

To determine nature and influence of parental attitudes.

DESCRIPTION OF ACTIVITY:

1) Parents fill out questionnaire.

2) Children's poll on their concept of their role in school, home, etc.

3) Meeting of parents to discuss various issues vis a vis sex role stereotyping.

4) Role-playing by teachers around sex bias issues.

RESOURCES:

COMMENTS/CONSIDERATIONS:

CONTACT PERSON:

Ann Reed
Indian Brook School
State Road
Plymouth, Ma. 02360

Susan Page
Indian Brook School
State Road
Plymouth, Ma. 02360

SUBJECT AREA: STAFF DEVELOPMENT

USED BY ___X___ COUNSELOR

___X___ TEACHER

_____ OTHER

TARGET AUDIENCE Elementary Teacher Aides

OBJECTIVE:

To present a program to implement teacher aide awareness and sensitivity to sex-role stereotyping.

DESCRIPTION OF ACTIVITY:

Several schools implemented this program. Activities included self-awareness exercises, values clarification exercises, and information on sex role stereotyping and the changing role of men and women.

RESOURCES:

Slide tape: Man & Woman: Myths & Stereotypes

COMMENTS/CONSIDERATIONS:

Important to include all staff in program - teacher aides, secretaries, special teachers. They can enhance the work the classroom teacher is doing in making students aware of sex role stereotyping.

CONTACT PERSON:

Martin L. Koempel
Principal
Hedge School
Plymouth, Ma. 02360

Joan Weinman
Counselor
West Elementary School
Plymouth, Ma. 02360

Connie Melahoures
Asst. Principal
West Elementary School
Plymouth, Ma. 02360

SUBJECT AREA: MODERATELY LEARNING HANDICAPPED

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE Elementary Special Needs' Teachers

OBJECTIVE:

Review of curriculum for the moderately Learning Handicapped.
1) is content sex-fair or sex-biased
2) are curriculum composers using sex-fair or sex-biased approach in their application of curriculum content in classroom

DESCRIPTION OF ACTIVITY:

This project is of a different nature and will interest teachers who work with the moderately learning handicapped. Procedure includes:

1) reviewing the curriculum.
2) listing areas where and if content is sex-biased.
3) visiting classrooms and discussing content and application of curriculum.
4) observing physical contents of classrooms in regard to sex roles.
5) preparing report based on the above.

RESOURCES:

COMMENTS/CONSIDERATIONS:

CONTACT PERSON:

Elena H. Lovett
New Bedford Public Schools
455 County St.
New Bedford, Ma. 02740

MIDDLE SCHOOL/JUNIOR HIGH SCHOOL ACTIVITIES

SUBJECT AREA: MATH

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE 7th grade

OBJECTIVE:

To observe differences in attitudes between a "control" group of students who had been exposed to sex equity issues and another which had not.

DESCRIPTION OF ACTIVITY:

After a two-week period of discussion of sex bias and stereotyping, one class of students was asked to devise word problems involving jobs and pay rates. Another class was asked to complete the same task--without benefit of any discussion. The "informed" group had been asked to answer eight questions dealing with male/female roles in society and personal preference. Discussions were held about these issues as well as male/female occupations. Approximately ten minutes each day was devoted to sex equity issues in the home, society, school, etc.

When asked to devise word problems (two weeks later), involving jobs and pay, the "informed" class showed less bias than the class that had had no discussion.

RESOURCES:

COMMENTS/CONSIDERATIONS:

A follow-up activity was conducted a month later to see if attitudinal changes were still in evidence with the "informed" group. Again, both classes were asked to devise word problems. Arrangements have been made to repeat this activity in the students' eighth grade math classes to see if a year's time erases the positive influence of class discussions.

CONTACT PERSON:

Michael E. Wilbur
Roosevelt Jr. High School
New Bedford, Ma. 02744

SUBJECT AREA: LITERATURE

USED BY_____COUNSELOR

__X___TEACHER

_____OTHER

TARGET AUDIENCE Junior High School (7th & 8th grade)

OBJECTIVE:

To change the reading curriculum in order to provide active role models for both males and females.

To encourage discussions around sex equity issues in order to raise consciousness level of both males and females.

DESCRIPTION OF ACTIVITY:

Supplemented traditional curriculum (Johnny Tremain, Last of the Mohicans, A Connecticut Yankee in King Arthur's Court, Treasure Island) with the following books: The Miracle Worker, Anna and the King of Siam, Fantastic Voyage, Light a Single Candle. When traditional books are taught, discussions are held on the role of women in Stevenson's era, for example. An approach is taken that points out why the books are as they are.

For Light a Single Candle, students were asked to analyze four character types--2 males, 2 females--for strength/weakness. Each student filled out a descriptive analysis sheet on the four characters and indicated whether traits attributed to each were "male" or "female" or both. Discussions were held, watching for sex bias and stereotyping.

RESOURCES:

Tempo series from MacMillan has better than average coverage of women.

Read Magazine, Scope Magazine, and Career World - do a good job of covering women in athletics and non-traditional career fields.

COMMENTS/CONSIDERATIONS:

Ms. Dean has been actively promoting sex equity with her students since 1975. In addition to the above, she has also supplemented her curriculum with value clarification and self-awareness activities. She has a number of innovative ideas and suggestions.

CONTACT PERSON:

Jean E. Dean
Berkley Jr. High
Berkley, Ma. 02780

SUBJECT AREA: ENGLISH

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE 8th grade students & parents

OBJECTIVE:

To increase awareness of sexism in language and literature.

DESCRIPTION OF ACTIVITIES:

A series of activities were conducted for students. Parents were asked to complete a questionnaire pertaining to sexism in language, reading, television. They were then asked to compile a list of sex-fair terms with their children. Separate activities were done by students:

1) Given a list of job openings, determine whether each could be filled by a male, female, or both.

2) Students were asked to talk about pluses/minuses of being male or female.

3) The term "stereotype" was defined and discussed and related to being male/female.

RESOURCES:

COMMENTS/CONSIDERATIONS:

Parental influences cannot be overlooked when dealing with sex equity. Their involvement is a must and should be actively sought.

As part of this activity, the students did a unique kind of collage which is on display in the school.

CONTACT PERSON:

Janice A. Griffin
Normandin Jr. High School
New Bedford, Ma. 02745

SUBJECT AREA: SCIENCE

USED BY _____ COUNSELOR

___X___ TEACHER

_____ OTHER

TARGET AUDIENCE 8th grade students

OBJECTIVE:

To increase student level of awareness to sex equity issues and careers.

DESCRIPTION OF ACTIVITY:

1) Students were asked to prepare a report about a famous woman, emphasizing obstacles she had to overcome. These were read aloud.

2) A bulletin board was designed of these famous women.

3) A male nurse was invited to speak to students.

4) A unit on nutrition was given practical application to grooming, athletics, and weight.

RESOURCES:

Learning Magazine, "41 Ways to Teach About Sex Role Stereotyping", Pauline Gaugh, Jan. 1977.

COMMENTS/CONSIDERATIONS:

CONTACT PERSON:

Elaine M. Chaves
Normandin Jr. High School
New Bedford, Ma. 02745

SUBJECT AREA: MATH

USED BY_____COUNSELOR

__X__TEACHER

_____OTHER

TARGET AUDIENCE 8th grade (upper level)

OBJECTIVE:

To examine the math textbook utilized in the course to determine if there was a fair representation of males/females depicted.

DESCRIPTION OF ACTIVITY:

Students were given two weeks to examine texts. A class of 30 students were divided into 5 groups. Two class sessions/weeks were set aside for this activity. Students were asked to count the number of times women and men were mentioned; to document the roles both sexes played; the kinds of occupations that were held by males/females.

At the end of the specified time period, students concluded that the text was sexist. Reasons were documented. A strategy was developed: a committee of students was formed to draft a letter to the publisher commenting on the SEXIST attitudes and suggesting changes in problems and illustrations.

RESOURCES:

Holt School Mathematics, Holt, Rinehart, and Winston, Inc., 1974

COMMENTS/CONSIDERATIONS:

This activity could be transferred to any subject area text.

CONTACT PERSON:

Ronald Abraham
Normandin Jr. High School
New Bedford, Ma. 02745

SUBJECT AREA: MATH/CAREER ED.

USED BY_____COUNSELOR

__X__TEACHER

_____OTHER

TARGET AUDIENCE 8th grade

OBJECTIVE:

To assist students to examine sterotypical idéas and effects on math-related career choices.

DESCRIPTION OF ACTIVITY:

A series of sex equity related activities were infused into the math curriculum:

1) Students were given a list of various sex, race, and age groups and were asked to use one or more adjectives to describe the groups. Discussions were focused on "labels", not only of racial/ethnic groups, but of women, too.

2) Given a list of occupational titles, students indicated whether women, men, or both could perform the jobs. Discussions were held to get at stereotypic thinking.

3) Three guest speakers were invited to speak to the students. These included an electrical engineer (female), a nurse (male), and an athlete (female). Students explored sex stereotyping and discrimination with these speakers.

4) Students cut out of magazines pictures of men and women performing a variety of occupations. These were made into a collage.

RESOURCES:

COMMENTS/CONSIDERATIONS:

All of the activities described could be integrated into any subject area curriculum. Research has shown that career education is most effective when infused into curriculum and content as was done here.

CONTACT PERSON:

Frances R. Guilbert
Normandin Jr. High School
New Bedford, Ma. 02745

SUBJECT AREA: CAREER EDUCATION/ HUMAN RELATION/CHILD REARING/Parenting Unit

USED BY_____ COUNSELOR

__X__ TEACHER

_____ OTHER

TARGET AUDIENCE 9th grade students

OBJECTIVE:

Students increase their skills (communicating, self-awareness, decision-making, goal orientation) and learn to apply them to child rearing and parenting.

DESCRIPTION OF ACTIVITY:

The following topics were covered via films, discussions, role plays, and values' clarification activities:

1) American Life Past and Present ("People" film).

2) Personal Needs (student interviews; "20 Things I Like To Do"-values exercise).

3) Children's Daily Needs (role play situations).

4) Community Living (field trip: Jordan Hospital).

5) Nutrition at Home (film: "Nutrition vs. Health" - students prepare nutritious snack for small child).

6) Communicating with Children (father's role; guest speaker).

7) Reports on four topics by students: Child Abuse, Impact of TV, Food Preference Survey

RESOURCES:

Careers in Child Care - McKnight

Values Clarification Forum - Spring/Summer 1972

Personal, Family and Community Relationships -Mass. Publication #8249, Board of Education, Boston, Ma., August 1976.

COMMENTS/CONSIDERATIONS:

Class size should ideally be no less than 12 nor more than 20 - with a good mixture of male/female.

Students met for 1 hour every 4 days for 10 weeks.

CONTACT PERSON:

Deborah P. Hamilton
Plymouth-Carver Intermediate School
Long Pond Rd.
Plymouth, Ma. 02360

SUBJECT AREA: REMEDIAL READING

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE Junior High School Students

OBJECTIVE:

To increase students' awareness of sex equity in relation to careers.

DESCRIPTION OF ACTIVITY:

1) Students were to pretend they were 35 years old. They then filled in a sheet detailing their jobs, interests, and life styles.

2) Posters were made by the teacher which dealt with stereotyping and equality. Students observed a poster and then wrote one complete sentence about what the poster told them.

3) Students made their own posters on equal opportunities in careers for classroom display. Students explain their posters to the class.

Discussions were a part of each activity.

RESOURCES:

COMMENTS/CONSIDERATIONS:

These are good activities to use with older groups as well. More "sophisticated" discussions could be held: i.e., freedom of choice.

CONTACT PERSON:

Judith K. Parker
Dighton Jr. High School
No. Dighton, Ma. 02764

CAREER EDUCATION/
SUBJECT AREA: HUMAN RELATION

USED BY_____COUNSELOR

___X_____TEACHER

_____OTHER

TARGET AUDIENCE Junior High Students

OBJECTIVE:

To present a mini unit on career education, emphasizing non-traditional selections.

DECRIPTION OF ACTIVITY:

1) Students discussed career preferences.

2) Each was assigned an illustration or poem to be devised to depict career preference. These were to be anonymous. Poems were read aloud and illustrations displayed by teacher.

3) Class worked on a collage showing people in non-traditional work.

4) Guest speakers were invited in: a male registered nurse and a policewoman.

5) Students develop a non-sexist work dictionary.

RESOURCES:

COMMENTS/CONSIDERATIONS:

This type of unit can be integrated into classwork or presented as a distinct unit as was done here. Career education can be introduced in every subject area.

CONTACT PERSON:

Susan J. Brown
Normandin Jr. High School
New Bedford, Ma. 02745

SUBJECT AREA: CAREER EDUCATION/ HUMAN RELATION & BILINGUAL ED.

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE Portuguese Bilingual Junior High Students, ranging in age from 12 to 16.

OBJECTIVE:

To increase students' awareness of sex equity as related to careers.

DESCRIPTION OF ACTIVITY:

A number of activities were conducted in a one-week period of time which had been set aside to deal with careers:

1) Students were asked to complete: "I want to be a_____". Sex stereotyping was discussed in relation to the sentence completion activity.

2) Class was split into small groups. Discussions were held about various occupations.

3) Students looked through magazines and cut out pictures of people doing non-traditional work. A collage was made.

4) Cultural aspects were discussed.

RESOURCES:

COMMENTS/CONSIDERATIONS:

This career awareness activity could also be done with any other group of students to increase options available and to assist them in considering non-stereotyped occupations. Follow-up discussions throughout the year would reinforce learnings.

CONTACT PERSON:

Darlene C. Campos
Normandin Jr. High School
New Bedford, Ma. 02745

SENIOR HIGH SCHOOL ACTIVITIES

SUBJECT AREA: LITERATURE

USED BY_____COUNSELOR

_____X_____TEACHER

_____OTHER

TARGET AUDIENCE High School Juniors

OBJECTIVE:

To supplement existing curriculum: "major British writers" to include female representation. Students investigate images of women as presented by outstanding male authors.

DESCRIPTION OF ACTIVITY:

Twenty students were divided into five groups of four. These were evenly mixed: male/female. A list of possible subjects was presented and students were free to select one of these on their own. Groups were given two weeks to conduct research and prepare a report for class presentation on females in British literature.

RESOURCES:

COMMENTS/CONSIDERATIONS:

This supplement provided students with an image of women in British literature which they might otherwise not have received.

It would also be useful for students to have selected female authors to study in order to learn how women have contributed to literature.

This was an excellent means for discussing images of males and females historically and culturally.

CONTACT PERSON:

James Shannon
Old Rochester Regional High School
Mattapoisett, Ma. 02739

SUBJECT AREA: LITERATURE

USED BY_____COUNSELOR

_____TEACHER

_____OTHER

TARGET AUDIENCE High School Students

OBJECTIVE:

To develop a resource unit for teachers and students on famous British women authors.

DESCRIPTION OF ACTIVITY:

This unit provides biographical sketches of British women novelists as well as a resource listing of publications for each author. Included are: Fanny Burney, Jane Austen, the Bronte sisters ,George Eliot, Mary Webb, Virginia Woolf, Shelia Kaye-Smith, Agatha Christie, Victoria Sackville-West, Dorothy Sayers, Rumer Godden, and Mary Stewart.

RESOURCES:

COMMENTS/CONSIDERATIONS:

This is an excellent unit to be used in its entirety or as a supplement to an existing course on British writers.

CONTACT PERSON:

Susan C. Trafton
Fairhaven High School
Fairhaven, Ma.02719

SUBJECT AREA: LITERATURE

USED BY_____COUNSELOR

_____X_____TEACHER

_____OTHER

TARGET AUDIENCE High School Students

OBJECTIVE:

To supplement existing course curriculum in order to increase awareness in students of stereotypical behavior in women.

DESCRIPTION OF ACTIVITY:

1) Students were asked to implement a project during April vacation which would

a. involve atypical behavior; or
b. help to modify behavior in someone else who thought stereotypically about women. Examples: one student (female) installed a tape deck in a car; another instructed young brothers in meal preparation.

2) Students were required to give oral presentation on a chosen topic about women. In depth research was necessary.

3) Students conducted polls or interviews dealing with women - in day-to-day situations.

4) Students were asked to undertake a major project of some scope on women. The project was to be written, visual, and verbal. Operating AV equipment was a "first time" experience.

RESOURCES:

COMMENTS/CONSIDERATIONS:

Each of the activities described here could be adapted for use with middle school students as well.

CONTACT PERSON:

Karen A. Martin
Plymouth-Carver Regional High School
Plymouth, Ma. 02360

Subject Area: DRAMA

USED BY_____COUNSELOR

___X___TEACHER

_____OTHER

TARGET AUDIENCE High School Students

OBJECTIVE:

To assist students to better understand opposite sex through role reversal utilizing the play as the medium.

DESCRIPTION OF ACTIVITY:

Students read the play Survival by Rod Sterling and then act out the play in the traditional manner. The play is then acted out a second time with role reversals (boys take female roles, girls take male roles). Stereotypical actions and attitudes are then discussed.

RESOURCES:

COMMENTS/CONSIDERATIONS:

This is an excellent activity for all age groups. Through empathy new insights are often gained.

CONTACT PERSON:

Brian Cabot Frasier
Normandin Junior High School
New Bedford, Ma. 02745

SUBJECT AREA: DRAMA

USED BY_____COUNSELOR

____X____TEACHER

_____OTHER

TARGET AUDIENCE High School Students

OBJECTIVE:

To reduce sex stereotyping of characters as presented in the Children's Theatre. To assist students to create and produce a children's play that encompasses non-sexist roles.

DESCRIPTION OF ACTIVITY:

High School students write, produce, and present a play to pre-school and elementary students. The play is based on a short story, Lamont, The Lonely Monster. The script is free of stereo-typic characterizations and underwent several revisions in order to eliminate sex stereotyping. The production of the play in its final form was presented to four hundred children and adults.

RESOURCES:

COMMENTS/CONSIDERATIONS:

This process assisted students to examine their own biases and behaviors.

CONTACT PERSON:

Mary E. O'Connor
Plymouth-Carver High School
Plymouth, Ma. 02360

SUBJECT AREA: U.S. HISTORY

USED BY _____ COUNSELOR

X TEACHER

_____ OTHER

TARGET AUDIENCE High School Juniors

OBJECTIVE:

To determine level of sex role awareness of students. To assist students to appreciate unequal treatment of women historically through the supplementing of a unit on the "Roaring Twenties".

DESCRIPTION OF ACTIVITY:

Discussion/definition of term "sex role" and traditional male/female roles. Information on the Nineteenth Amendment, legal and social restrictions on women, evolution of women's movement historically were provided and discusssions conducted.

RESOURCES:

Male/Female: Changing Lifestyles - filmstrip depicting traditional role of women to 1920 and changing role of women since that time. Filmstrip is produced by Educational Audio Visual, Inc. 1974. Pleasantville, N.Y.

COMMENTS/CONSIDERATION:

This unit was taught to two classes; one was a College Prep class; the other a Basic class consisting of students with below average reading ability.

CONTACT PERSON:

Lawrence Edmundson
New Bedford High School
New Bedford, Ma. 02740

SUBJECT AREA: U.S. HISTORY

USED BY _____ COUNSELOR

_____X_____ TEACHER

_____ OTHER

TARGET AUDIENCE High School Students

OBJECTIVE:

To expose students to the women's reform movement through an historical perspective of the discriminatory practices towards women. This unit supplemented existing curriculum.

DESCRIPTION OF ACTIVITY:

Class lectures were delivered on the historical struggle of women. Emphasis was given to the 1848 Seneca Falls Convention, the women's suffrage amendment, and the proposed Equal Rights Amendment.

Discussions were held on specific discriminatory practices, females elected to political offices, and proposed changes through ERA.

Three sound filmstrips were reviewed and discussed.

Students independently investigated marriage and divorce laws, careers for women, child care, abortion, and social security legislation.

RESOURCES:

Filmstrips utilized:

Women - The Forgotten Majority

American Woman's Search for Equality

Social Movement: To Change a Nation

COMMENTS/CONSIDERATIONS:

This type of unit allows for increased understanding and acceptance of changing roles of males and females. Can be modified for other age groups as well.

CONTACT PERSON:

John Rolli
New Bedford High School
New Bedford, Ma. 02740

SUBJECT AREA: PHYSICAL EDUCATION

USED BY_____ COUNSELOR

_____X_____ TEACHER

_____ OTHER

TARGET AUDIENCE High School Seniors

OBJECTIVE:

To teach a synchronized swimming unit to a class of both male and female students. (This had been a "traditional" female class).

DESCRIPTION OF ACTIVITY:

The unit was nine lessons long; each class period was 42 minutes in length.

In order to make the eight males who had signed up comfortable, a discussion of the physiological effects and advantages, creativity, and enjoyment of synchronized swimming was held.

The first four lessons focused on the instruction of different stunts, strokes, and skills.

Males and females were instructed and encouraged equally.

Students were expected to perform a one minute routine with or without a partner. The best routines then participate in a synchronized swim show.

RESOURCES:

A unit which integrated males and females for the first time was taught by Nancy E. Shepardson of New Bedford High School. Her unit was on flag football. As with synchronized swimming, it too was an elective.

James P. Medeiros (New Bedford High) offered a co-educational elective unit on Trampolining and Tumbling.

COMMENTS/CONSIDERATIONS:

This unit might be replicated at any grade level.

CONTACT PERSON:

Kathy Buckley
New Bedford High School
New Bedford, Ma. 02740

SUBJECT AREA: SEWING

USED BY_____COUNSELOR

_____X_____TEACHER

_____OTHER

TARGET AUDIENCE High School Students

OBJECTIVE:

To develop a non-sexist classroom environment and to utilize non-sexist learning materials in the teaching of sewing to mixed classes of males and females.

DESCRIPTION OF ACTIVITY:

1) Students worked on a bulletin board depicting males and females in active and passive non-traditional roles.

2) All students worked on the same project: a visor hat.

RESOURCES:

Today's Teen, Bennett Book Company. Sewing, food preparation, nutrition, and consumerism are topics presented in a non-sexist manner. Males/females in non-traditional roles are portrayed.

COMMENTS/CONSIDERATIONS:

CONTACT PERSON:

Joan Dudula
Normandin Jr. High School
New Bedford, Ma. 02745

SUBJECT AREA: HOME ECONOMICS

USED BY ___ COUNSELOR

X TEACHER

___ OTHER

TARGET AUDIENCE High School Students

OBJECTIVE:

To encourage males to participate in a non-traditional activity.

DESCRIPTION OF ACTIVITY:

Each male in the class is required to bring in two written recipes: one a main dish, the other a dessert. One of the two is then selected by the instructor and the student must prepare the recipe at home on an assigned day. At each class two students bring in their outside projects. All students sample and evaluate these. The student verbally describes preparation and problems encountered.

RESOURCES:

Judy Ouellette, a Home Economics instructor at Greater New Bedford Regional Vocational Technical High School, has designed a Home Economics curriculum unit focusing on related careers for males as well as females.

Sally Revenburgh and Sandy Khaled, CEDIS Consumer-Homemaking Resource Center, 60 Walnut St.,Wellesley Hills, Ma. 1-617-235-8433 - are additional resources for career education.

COMMENTS/CONSIDERATIONS:

This type of outside activity fosters personal responsibility, a sense of accomplishment, and self-esteem.

CONTACT PERSON:

Mabel Nunes
Keith Junior High School
New Bedford, Ma. 02740

SUBJECT AREA: ART

USED BY ____ COUNSELOR

X TEACHER

____ OTHER

TARGET AUDIENCE High School Students

OBJECTIVE:

To familiarize female crafts students with facilities and equipment in the wood shop.

DESCRIPTION OF ACTIVITY:

Students are assigned individual projects which will require utilization of tools and equipment in a "non-traditional" shop. For example, one student made beads for use on a macrame wall hanging; another made a wooden puzzle; a third made a wall hanging of jute with a wooden panel tied in. All utilized saws, lathes, and other equipment in the wood shop during regular class periods of that shop.

RESOURCES:

COMMENTS/CONSIDERATIONS:

In order to provide students with increased options, this type of hands-on approach is invaluable. Students were provided with an opportunity to experiment and utilize tools and equipment which they had never been encouraged to try before.

This type of hands-on approach can be applied with elementary and junior high school age students as well.

CONTACT PERSON:

Beulah Jean Hong
Old Rochester High School
Mattapoisett, Ma. 02739

SUBJECT AREA: ENGLISH/ CAREER EDUCATION/ HUMAN RELATIONS

USED BY _____ COUNSELOR

_____X_____ TEACHER

_____ OTHER

TARGET AUDIENCE "Special Needs" Students (High School)

OBJECTIVE:

To assist students develop an awareness of the process of valuing and examine/ clarify their own personal values through a mini-course on "values clarification".

DESCRIPTION OF ACTIVITY:

Students participated in individual and group activities over a three-week period.

Sample activities:

1) Students make a collage of pictures, poems, photographs, quotations, etc.

2) Students answer "self-awareness" questions and share their responses.

RESOURCES:

Values Clarification -- Simon, Howe, & Kerachenbaum

COMMENTS/CONSIDERATIONS:

CONTACT PERSON:

Patricia L. Cosgrove
Plymouth-Carver High School
Plymouth, Ma. 02360

SUBJECT AREA CAREER EDUCATION/ HUMAN RELATIONS

USED BY _____ COUNSELOR

_____ TEACHER

__X__ OTHER (Librarian)

TARGET AUDIENCE High School Students and Teachers

OBJECTIVE:

Develop non-sexist media center at New Bedford High School.

DESCRIPTION OF ACTIVITY:

Lists of non-sexist books and AV materials are available to teachers and counselors. New materials have been purchased and are on display. Books and materials have been researched and evaluated for sex bias and stereotyping and cover such diverse areas as Career Planning/Education, The Women's Movement, Women in Literature, etc.

RESOURCES:

COMMENTS/CONSIDERATIONS:

CONTACT PERSON:

Vivian Robb
New Bedford High School
New Bedford, Ma. 02740

SUBJECT AREA: VALUES CLARIFICATION

USED BY ____ COUNSELOR

X TEACHER

X OTHER (ADMINISTRATOR)

TARGET AUDIENCE High School Teachers

OBJECTIVE:

To assist teachers develop personal leadership through a values clarification training model.

DESCRIPTION OF ACTIVITY:

Ten sessions (one hour each) were conducte . The following topics were presented and explored extensively through discussions: Simon's Process of Valuing, Kohlberg's Moral Dilemma, Johari Window, Interaction Analysis, Listening Skills, and Decision-Making. This format provided the vehicle for an exploration of the changing roles of males and females.

RESOURCES:

COMMENTS/CONSIDERATIONS:

CONTACT PERSON:

Charles Foley
Susan Trafton
Stella Boroweic
Fairhaven High School
Fairhaven, Ma. 02719

LIST OF RESOURCES

The following is a list of publishers, film companies, organizations, federal agencies, and other resources which can provide you with materials, lists, bibliographies, and films about sex discrimination and sex-role stereotyping in education. The list is just a sample of the many resources available.

RESOURCE LIST

Booklegger Press
555 29th St.
San Francisco, Ca. 94131
"Positive Images" - a guide to non-sexist films for young people.

Women's Sports Foundation
1660 S. Amphlett Blvd.
Suite 266
San Mateo, Ca. 94402
#415-574-4622
Films, book lists.

PEER (Projection Equal Education Rights)
1029 Vermont Ave., NW
Suite 800
Washington, D.C. 20005
Films, books, extensive material on Title IX monitoring procedures and enforcement.

U. S. Dept. of Health, Education & Welfare
Office of Education
Washington, D.C. 20208
"Being a Man" - a unit of Instructional Activities on Male-Role Stereotyping; plus numerous films, catalogues, and book lists.

SEGO (Sex Equality in Guidance Opportunities)
American Personnel and Guidance Association
SEGO Project
1607 New Hampshire Ave., NW
Washington, D.C. 20009
Films, books, ideas--especially for guidance and career counselling.

CWEALF (Ct. Women's Education and Legal Fund, Inc.)
614 Orange St.
New Haven, Ct. 06511
and
57 Pratt St.
Hartford, Ct.
Public interest law firm specializes in sex discrimination cases; also has extensive public education program for teachers, parents, administrators. Resource lists of films, books, programs available.

Center for Vocational Education
The Ohio State University
1960 Kenney Road
Columbus, Ohio 43210
"Resources on Eliminating Sex-Role Stereotyping in Vocational Education."

Butterick Publishing Co.
161 Sixth Ave.
New York, N.Y. 10013
Films about sex-role stereotyping.

New Day Films
P. O. Box 315
Franklin Lakes, N.J. 07417
Films about sex-role stereotyping.

Agency for Instructional Television
1111 West 17th St.
Bloomington, Ind. 47401
Films about sex-role stereotyping.

Film Fare Communications
10900 Ventura Blvd.
Studio City, Ca. 91604
Films about sex-role stereotyping.

Business and Professional Women's Foundation
2012 Massachusetts Ave., NW
Washington, D.C. 20036
"Women and Work in U.S. History: An Annotated Selected Bibliography."
(and others)

YWCA Vocational Readiness Program
YWCA of Los Angeles
1215 Lodi Place
Los Angeles, Ca. 90038
"Will Marriage Turn You On For The Next 50 Years?" (article)
(and other booklets)

Women on Words and Images
P. O. Box 2163
Princeton, N.J. 08540
#609-921-8653
Numerous bibliographies, films, and materials.

The Resource Center on Sex Roles in Education
National Foundation for The Improvement of Education
1201 Sixteenth St., NW
Room 701
Washington, D.C. 20036
#202-833-5426
Books, materials, newsletters, and films.

New Directions For Young Women
2201 No. Country Club
Tuscon, Ariz. 85716
#602-327-4261
Books, materials, films, and newsletters.

Women's Bureau
Employment Standards Administration
U. S. Dept. of Labor
Washington, D.C. 20210
#202-523-6611
Statistical data and up-to-date information on the economic status of women in U.S.

Young Women's Company
2813 So. Sixth Ave.
Tuscon, Ariz. 85713
#602-622-1146
Vocational counselling, materials, ideas, and films.

R. J. Associates
1018 Wilson Blvd.
Arlington, Va. 22209
#703-524-3360
Publishes research on women in vocational education programs.

American Federation of Teachers-Women's Rights Committee
706 E. Denny Way
Seattle, Wa. 98122
Publications, lists, and films.

Change for Children
255 Mission St. - #201
San Francisco, Ca.
#415-282-3142
Resource center, publications, and information.

Emma Willard Task Force on Education
Box 14229
University Station
Minneapolis, Minn. 55408
Numerous resource lists, ideas, and books.

The Feminist Press
Box 334
Old Westbury, N.Y. 11568
#516-876-3086
Publishing company, catalogues, and bibliographies.

KNOW, INC.
Box 86031
Pittsburgh, Pa. 15221
#412-241-4844
Publishers, distribution.

New England Free Press
60 Union Square
Somerville, Ma. 02143
Publishers, distribution.